 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jonathan Delorme **Lesson #:** 5 **Facet:** Perspective  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic**: Key Figures from World War II  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Ideals change over time and bias alters our perspective of history.  
  
**Student will know**   
Key terms like perspective, bias, secondary sources, and primary sources and how these can effect how we view history.  
  
**Student will be able to**   
Argue that bias can create different views of historical events.  
  
**Product:**  
Students will be recording themselves on iMovie while impersonating a famous figure from the time period of World War II.  
  
  
**Maine Learning Results (MLR)**  
  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will be able to argue that bias can create different views of historical events and will showcase this through recording themselves on iMovie impersonating someone from the time period.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will have my students give me feedback on how they are doing by filling out their Sandwich graphic organizer and with the Triangular Prism activity. The Triangular Prism is when students express their level of understanding in regards to color. Red is not good, Yellow is evolving, and Green is good. If a student gives me the color red then I will know they require extra assistance or time.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will self-assess their work using a rubric and I will use the same rubric to grade their work.  
  
**Summative (Assessment of Learning):**  
•Video: 20 points  
Students must impersonate one historical figure from World War II and record themselves on iMovie. Students will be able to choose anyone they desire but it must be run by me first. I will require them to write a script that closely resembles what they will record themselves saying. This is to ensure that no offense language or hurtful comments will be made. I want students to truly take on the role of their character and explain the War through their perspective. What do they think of the war? Who will win? Why? Are they a military person, a civilian, or an activist? Is the War worth it? All these questions and more will be considered. There is no maximum time limit but the presentation must last at least 4 minutes and include at least four manipulations using iMovie. This ranges from including music or sound effects, adding transitions, voice alteration, visual alteration, etc.  
  
**Integration**  
**Technology:**   
Students will be using iMovie to record and edit themselves along with other requirements specified in the rubric. Students will also have to research their historical figure online.  
  
**Content Areas:**   
World History: Students are not restricted to historical figures from the United States. Students can choose any famous person from the time period and research them.  
  
Art: Students will be acting as a person from a different time period and thus will be taking part in the dramatic arts.

English: Students will have to write in complete sentences for their script. They will do this as their blog posting assignment.   
  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will be using a Sandwich graphic organizer to lay out their thoughts while planning their historical impersonation. Before students are locked into who they are doing and after they receive the Sandwich, they will meet in teams and partake in a Team Discussion. Here they will talk about who their historical figure will be, sound like, and look like.  
  
**Section II – Groups and Roles for Product**  
Students will be working alone on their iMovie impersonations but will be working together in the Team Discussion activity and will be welcome to share their ideas with their classmates.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will have to perform and record themselves using iMovie acting as a key figure from World War II of their choosing.  
**Logical:** My Students will have to plan ahead what their presentations will look like using the Sandwich technique. This will help them get down what the main points of their presentation will be.  
**Visual:** Students will be able to visualize the order of their presentation through the use of the Sandwich graphic organizer.  
**Kinesthetic:** By recording themselves as another person my students will have the chance to act however they want to, as long as it is appropriate.  
**Interpersonal:** Students will take part in Team Discussions about their Sandwiches. Here they will be able to discuss the key points that each person wants to make during their iMovie presentations.  
**Intrapersonal:** Students will be given the opportunity to think by themselves while they fill out what the main points of their presentation will be using the Sandwich model.  
  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
If students misses the first day then they will be able to come see me and set up a plan for getting the notes that they missed. If students miss research time they will still be expected to have their project ready on time. If students miss presenting day then they will have to set up a day with me when they will present. Students can revert to my syllabus if they have any questions.  
  
**Extensions**  
  
**Type II technology:**  
Students will be using a video editing software application to create a recording of themselves. They will be adding transitions, text boxes, and other manipulations to their iMovie to enhance the recording.  
  
**Gifted Students:**  
There is no time limit to this video project, nor any limit to how much they want to research in to their historical figure. Students looking for an extra challenge will be more than welcome to investigate the project further.  
  
**Materials, Resources and Technology**  
Costume - Army fatigues, Army hat, pipe  
Lecture notes  
Sandwich Graphic Organizer handouts  
Rubrics  
  
**Source for Lesson Plan and Research**  
  
[http://www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/" \t "_blank) - Sandwich Graphic Organizer  
  
[http://dictionary.reference.com/](http://dictionary.reference.com/" \t "_blank) - Dictionary.com  
  
[http://www.princeton.edu/~refdesk/primary2.htm](http://www.princeton.edu/%7Erefdesk/primary2.html" \t "_blank)l - Princeton website that defines the difference between secondary and primary sources  
  
[http://www.libraries.iub.edu/?pageId=1002226](http://www.libraries.iub.edu/?pageId=1002226" \t "_blank) - Indiana University's site explaining the difference between secondary and primary sources  
  
[http://dictionary.reference.com/browse/perspective?s=t](http://dictionary.reference.com/browse/perspective?s=t" \t "_blank) - Dictionary.com's definition of perspective  
  
[http://dictionary.reference.com/browse/bias?s=t](http://dictionary.reference.com/browse/bias?s=t" \t "_blank) - Dictionary.com's definition of bias  
  
[http://ww2db.com/](http://ww2db.com/" \t "_blank) - A WWII database with an immense amount of information to help for student research  
  
[http://www.socialstudiesforkids.com/subjects/worldwariifamouspeople.htm](http://www.socialstudiesforkids.com/subjects/worldwariifamouspeople.htm" \t "_blank) - Information on some famous people from WWII  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**   
  
**Day 1 - 80 Minutes**  
Hook - 15 minutes  
- I will dress up as Douglas MacArthur and give a story about my life  
- Students will ask me questions and I will answer in character  
  
Lecture - 30 minutes  
- Explain the difference between secondary and primary sources  
- Explain and define perspective and bias  
  
Sandwich Graphic Organizer - 10 minutes  
- Students will begin to brainstorm who they want to impersonate  
  
Team Discussion - 10 minutes  
- Students will be able to talk about who they are doing and bounce ideas off of their peers.

Explain the Homework – 5 minutes

- Students will have to develop a script for their recording and post it as their blog posting.

- The script must be written in the shoes of who ever they will be impersonating

- I will check their blog postings during their work period times and provide feedback

Triangular Prism - 10 minutes  
- I will check for understanding and how students feel about their projects before they leave for the day.  
  
**Day 2 - 80 Minutes**  
Sandwich Graphic Organizer - 10 minutes  
- Students will have a chance to finish their graphic organizers  
  
Introduce Historical Impersonation Project - 10 minutes  
  
Introduce iMovie - 15 minutes  
  
Research and Recording Work Time - 35 Minutes  
- I will look over their blog posting assignment and provide feedback on their scripts

Formative Assessment - 10 Minutes  
- Students will self-assess their work so far  
- I will provide feedback as well  
  
**Day 3 - 80 Minutes**  
Student Presentation Day  
  
The classroom will be arranged into groups of desks or tables. Students will understand that ideals change over time and bias alters our perspective of history. It is important that everyone has a different perspective of the world, which means history is more of a discussion of events rather than something that needs to be memorized. Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. For a hook I will be dressing up as Douglas MacArthur and telling the students about "my" life. Students will be able to ask me questions and I will answer them in person.  
**Where, Why, What**, **Hook, Tailor:** interpersonal, intrapersonal, verbal.  
  
Students will know key terms like perspective, bias, secondary sources, and primary sources and how these can affect how we view history, (**See Content Notes**). Students will complete a Sandwich graphic organizer to help organize their thoughts and brainstorm for their iMovie impersonation. I will be using Triangular Prism to check for student understanding concerning content covered and confidence over their project.  
**Equip, Explore, Rethink, Tailors: interpersonal:** verbal, logical, intrapersonal, interpersonal, visual.  
  
Students will be able to argue that bias can create different views of historical events. Students will be creating a recording of themselves using iMovie and will be sharing that recording with the class. Students will be working alone on their recordings but will be encouraged to help each other during the work periods offered in class. Students will receive a rubric when I introduce the assignment and use that same rubric to self-assess their work the day before their recordings are due. I will also provide feedback during this process to make sure students are on the right track and know what they have to accomplish for homework. I will also provide feedback on their script, which will be a blog posting assignment due the second day of this lesson.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, interpersonal, intrapersonal, visual, kinesthetic.  
  
Students will grade their work so far in the class before their online posters are due. They will be using the same rubric that I will use to give them their grade. Students will have to draw from their past lessons to help them during this project. They will be mostly using the notes from this lesson, but the other three lessons will help them understand the general themes of World War II.  
**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal.  
  
  
**Content Notes**   
On the first day I will be dressed up as Douglas MacArthur, a general during WWII. This will be the hook for this lesson. I will then go into explaining the differences between primary and secondary sources. I will also define what perspective and bias is. Then students will be given a Sandwich graphic organizer to help them brainstorm for their historical impersonations. After this, students will participate in a Team Discussion cooperative learning activity where they will talk about their ideas and bounce them off their peers. Next, I will tell them what their blog posting homework assignment will be. They will have to write a script that their historical figure would say if they had to describe their life and what they thought of World War II. Before students leave on the first day I will have them take part in a Triangular Prism checking for understanding. They will point to a color in the room that is either red, yellow, or green. Each color will express their level of confidence  
  
The second day will start out with kids able to finish up their Sandwich graphic organizers. Then, I will introduce the iMovie historical impersonation assignment and the rubric that goes along with the project. I will also take them through some general background information concerning iMovie. The rest of the class period will be left for the students to work on their recordings and research their figure. At this time I will provide feedback to the students about their scripts. Before the class is over students will self-assess their work so far using the rubrics and I will also provide feedback. This will allow them to see what they have left to do for homework.  
  
The third day of this lesson will be reserved for showcasing the hard work and creativity that the students will exhibit through their iMovie recordings.  
  
  
[Primary Sources vs. Secondary Sources](http://www.princeton.edu/%7Erefdesk/primary2.html" \t "_blank)  
Primary sources are direct documents or physical objects from the time period that one is studying. Primary documents allow historians to capture the true essence of the time period because they come straight from the source. There is no secondary influence on a primary source because it comes straight from the mouth of someone from the age. Secondary sources interpret and analyze primary sources. They usually do not come from the time period but are rather written after. Here, the author's bias must be taken into account because they can change the perspective of the story being told. By either omitting information or reporting it falsely, authors of secondary sources leave their fingerprint on the topic being discussed.  
Some examples of Primary Sources: Diaries, speeches, letters, interviews, poetry, plays, pottery, furniture, building.  
Some examples of Secondary Sources: Textbooks, articles, magazines, encyclopedias.  
  
[Perspective](http://dictionary.reference.com/browse/perspective?s=t" \t "_blank)  
Everyone has a different perspective on historical events. One man's freedom fighter is another man's terrorist. In this sense perspective is defined as a "way of regarding situations, facts, etc, and judging their relative importance."  
  
[Bias](http://dictionary.reference.com/browse/bias?s=t" \t "_blank)  
Just likes everyone has their own perspective everyone usually has their own bias towards something. It is a simple fact of nature that we agree with those who are more similar to us. A historian may have a bias if he is a Republican writing about a Democratic president. But, the same historian will have a different bias when he is writing abut a Republican president. Bias is defined as "a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question; prejudice."  
  
  
**Handouts**  
Sandwich Graphic Organizer  
Rubrics

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
**Clipboard:**  
Students will be able to lay out their information in their Sandwich graphic organizers. They will also be able to write down the notes and brainstorm for their historical impersonation in an orderly way.  
  
**Microscope:**  
Choosing who they want to impersonate, what they want that person to say, and how that person should appear will require deeper levels of thinking. They will have to practice being empathetic of that historical figure.  
  
**Puppy:**  
Everyone will be presenting their recordings of themselves, so everyone will need to be respectful of their classmates.  
  
**Beach Ball:**  
Students will get a chance to act out their learning through impersonating a historical figure. They will also be participating in group discussions and other thought-provoking activities.  
  
**Rationale:**   
This lesson requires students to move outside of their comfort zone if they are not necessarily used to acting. This apprehensiveness will demand a classroom environment that is caring and accepting. Students will be taking part in multiple activities and there is something in this lesson for Clipboards, Microscopes, Puppies, and Beach Balls.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
I will use the Triangular Prism technique to gauge how my students are feeling after the first day. This will give me a sense of how well my students are progressing and whether or not I need to provide extra instruction. Students will self-assess their work with a rubric and will be given this rubric when I first introduce the project. I will also give formative assessments on their scripts which they will develop for homework.   
  
**Summative:**  
The historical impersonations recorded on iMovie will be graded using the same rubric that the students will receive when I first introduce the project. Students will be able to re-do any work that they want a higher grade on. They can reference my syllabus for further information about my policy.  
  
**Rationale:**  
Students will be guided through this lesson and will have many chances for metacognitive thinking and formative assessment. The students will know what is expected of them and can make up any work that they wish to if they turn it in on time. Summative assessment will be both fair and just.   
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
(See Content Notes)  
  
**MLR**:  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement**: Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Facet:**  
Students will be able to argue that bias can create different views of historical events.  
  
**Rationale:**

The iMovie will let the students practice putting themselves into other people's shoes. Allowing the students to record themselves in character gives them another perspective of historical events. Students will learn about empathy as well as learn about the interesting historical figures of that time period.

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Students will have to perform and record themselves using iMovie acting as a key figure from World War II of their choosing.  
**Logical:** My Students will have to plan ahead what their presentations will look like using the Sandwich technique. This will help them get down what the main points of their presentation will be.  
**Visual:** Students will be able to visualize the order of their presentation through the use of the Sandwich graphic organizer.  
**Kinesthetic:** By recording themselves as another person my students will have the chance to act how ever they want to, as long as it is appropriate.  
**Interpersonal:** Students will take part in Team Discussions about their Sandwiches. Here they will be able to discuss the key points that each person wants to make during their iMovie presentations.  
**Intrapersonal:** Students will be given the opportunity to think by themselves while they fill out what the main points of their presentation will be using the Sandwich model.  
  
**Type II Technology:**  
iMovie video editing software  
  
**Rationale:**   
This lesson lets the students explore history through the eyes of someone else. Along with appealing to the multiple different learning styles, this lesson allows for students to develop deep understanding of the content and have some fun while they are at it. Students will be able to express themselves in different ways than they usually do through the use of recording themselves on iMovie.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
Students will have a lot of freedom in this lesson. They get to choose who they want to impersonate, what they will say, (for the most part), and what they will look like. My students will get a feel for what life was like back then by researching the lives of people living during World War II. This lesson has direct real world applications because it concerns how people lived during the 1940’s.   
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:**

iMovie video editing software allows my students to create a product that will be both engaging and enriching. Students will have a lot of freedom in what their iMovies will look like which will encourage creativity and autonomy. Students will be given multiple forms of formative assessment and summative assessment will be both fair and just.